

## **COMMON CORE IMPLEMENTATION PLAN**

### **Summer 2010**

- Communications campaign to introduce Common Core Standards to schools, parents and community stakeholders.
- Begin implementation planning with LEA leaders and teachers.
- Work to finalize vertical and horizontal crosswalk and transitional documents using the Achieve Comparison Tool with content teams consisting of teachers and curriculum specialists from DCPS and DCPCS.
- Create internal and external working groups to include Early Childhood Learning, Postsecondary Education, and Special Education.
- Create focus group to discuss changes to the alternate assessment for students with the most significant disabilities, DC CAS-Alt, and partner with other states to create Standards Entry Points for Differentiated Learning.
- OSSE staff will participate in analyzing all of the Common Core State Standards using the method and frameworks developed through the Surveys of Enacted Curriculum (SEC) state collaborative. During this three-day meeting, OSSE will ask the team to analyze two grade levels of our current standards under the same SEC process to allow for direct comparisons by an outside group.<sup>1</sup>

### **School Year 2010 – 2011**

- Continue communications campaign.
- Inform LEAs of change to Common Core through policy memo, hold a city wide forum to explain change, and provide materials for LEAs to communicate change to schools and teachers.
- Using RTTT funds, design and develop a Common Core Standards interactive web site for students, parents, teachers and administrators.
- Teachers continue teaching to DC Standards while referencing the Common Core crosswalk and transitional documents.
- Host working groups of teachers and curriculum specialist from DCPS and DCPCS to align current curriculum to Common Core Standards with stipends paid through RTTT funds.
- Engage education leaders and teachers to create “train the trainer” professional development models on:
  - Standards-based teaching and learning.
  - “Unpacking” standards (i.e., identifying what students will know and be able to do when they have mastered the standard, including identifying reliable resources for determining the depth and rigor of the standard, aligning it with skills above and below the standard, and using clear and concise language for students).
  - Aligning assessments with standards.
  - Measuring student performance.
- Fund trainers and coaches to work with staff on Common Core Standards implementation through RTTT funds.
- Develop technology working group to identify technology infrastructure needs.
- Explore National Library and Media standards to support work.
- Investigate potential implications for current teacher licensure, course models, course descriptions, and graduation requirements.

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<sup>1</sup> The Surveys of Enacted Curriculum (SEC) are a practical, reliable set of data collection tools to help states, districts, and educators collect and report consistent data on current instructional practices and content being taught in the classroom. This data can then be analyzed to show the degree of alignment between instruction, state standards, and assessments.

- Work with P-20 Consortium to align graduation requirements to Common Core Standards to measure and track college readiness.
- Examine the need for a Reading Endorsement for content area teachers.
- OSSE will develop transitional plan for DC CAS, informed by conversations with national assessment experts and LEA leaders.
- Launch web-based access to information on the shift to Common Core Standards in the District of Columbia.
- DC CAS operational test remains unchanged.
- DC CAS will only field test items aligned to both DC and Common Core Standards.
- Assessment consortium (PARCC) will begin to make resources available. For example, New York plans to design a text complexity model starting in 2010 and has committed to share any development across the Partnership.

#### **School Year 2011 – 2012**

- Inform teachers to continue shift to Common Core Standards using the Common Core crosswalk and transitional documents.
- LEAs provide school-level professional development through RTTT funds.
- Continue focus and working groups, professional development and support as implementation takes shape.
- Begin making small shifts in DC CAS operational test to include more informational texts and dropping items that do not align to Common Core standards, following transitional plan.
- DC CAS will only field test items aligned to both DC and Common Core Standards.
- PARCC to begin item writing for common assessment.
- Utilize resources available through PARCC such as the Partnership Curriculum and Assessment Library (P-CAL) which will contain model curriculum frameworks and released test items from states that align to Common Core Standards.
- Participate in PARCC Public Outreach and Stakeholder Engagement Plan to ensure parents, educators, and all stakeholders understand the new system.

#### **School Year 2012 – 2013**

- Inform teachers to shift to Common Core Standards using the Common Core crosswalk and transitional documents.
- Continue shifts in DC CAS operational test following transitional plan.
- PARCC to pilot test items for common assessment.
- Continue to participate in PARCC Public Outreach and Stakeholder Engagement.

#### **School Year 2013 – 2014**

- Inform teachers to shift to Common Core standards using the Common Core crosswalk and transitional documents.
- Continue shifts in DC CAS operational test following transitional plan.
- PARCC to field test items for common assessment.
- Participate in PARCC teacher training for administering the assessment system.

#### **School Year 2014 - 2015**

- Full implementation of Common Core Standards and Common Assessment system.
- Participate in PARCC teacher training on interpreting and using assessment results from the new assessment system.
- Continue to support LEAs in implementation.
- Work on item development, test blueprints, and administration of the assessment.